

Fall 2021 Comprehensive Program and Area Review (PAR):

Student Services Areas

Dear Chabot Community,

Welcome to Fall 2021! This is the electronic template for the **Student Services Fall 2021 Comprehensive PAR**. We encourage you to work together with your program or service area to complete these questions collaboratively. One way to facilitate real-time collaboration is to upload these questions into a google doc. Please submit this completed template with attachments to your Dean/Director/Manager by **10/11/21**. Your Dean/Director/Manager will provide you with feedback and then you will enter the information on this template (and attachments) into Qualtrics by **10/25/21**. Importantly, your PAR is NOT complete until you submit your responses on Qualtrics.

Please reach out to the PAR shared governance committee if you have any questions about filling out your Fall 2021 PAR! Co-Chairs: Deonne Kunkel Wu dkunkelwu@chabotcollege.edu and Cynthia Gordon da Cruz cgordondacruz@chabotcollege.edu.

Background Information:

- What organizational unit does your program/area belong to?
 - ☐ Academic Services
 - ☐ Administrative Services
 - ☒ Student Services
 - ☐ Office of the President
- Name of your Program, Discipline, Area or Service: Puente Project in Special Program
 - **Puente Project** _____
- Name(s) of the person or people who contributed to this review:
 - Sandra Genera, Kenya Orochena, Shoshanna Tenn
- What division does your Program/Area reside in?
 - ☐ Academic Pathways and Student Success
 - ☐ Applied Technology and Business
 - ☐ Arts, Media, and Communication
 - ☐ Counseling
 - ☐ Health, Kinesiology and Athletics
 - ☐ Language Arts
 - ☐ Science and Mathematics
 - ☐ Social Sciences
 - ☒ Special Programs
 - ☐ Student Services

Status of Program Goals from Prior Comprehensive PAR Cycle

- Please refer to the goals/new initiatives you established in the last comprehensive PAR cycle. The last comprehensive PAR was written in Fall 2017 to plan for 2018-19; 19-20; and 20-21. If you need a reminder of your goals, you can access them in the [PAR App Program Review Reports](#).

Click on:

- [PAR App Program Review Reports](#).
- Then “Select Academic Year” on the top (choose 2018-19)
- Then “Submissions” (in the left hand toolbar)
- Then find your area and click “View” in the right most column
- For **Academic Areas**, find question 8: “Reflecting on your answers to questions 1-7, what are your top goals (no more than 5) for the next three years?”
- For **Service Areas**, find question 8: “Reflecting on your answer to questions 1-7, what new initiatives (no more than 5) do you propose for the next three years?”
- For **Administrative Areas**, find question 9: “Reflecting on your answers to questions 1-8, what are your top goals (no more than 5) for the next three years?”

You should be able to see what you submitted as goals in the last comprehensive PAR. Please note that the “goals” you established are distinct from the outcomes for your service area (SAOs) or program area (PLOs). In general, SAOs and PLOs tend to be enduring and overarching aims for your service/program, whereas the goals for a comprehensive PAR year are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs and PLOs. For example, one of the Learning Connection’s SAOs is: “Students from diverse backgrounds and with diverse learning needs will receive tutoring that improves their abilities to complete assignments, study, and/or succeed in their courses.” This is an enduring aim that is unlikely to change from PAR cycle to PAR cycle. A PAR goal for the Learning Connection might be to refine the student diversity and antiracist tutoring practices training for incoming tutors. This goal is specific, expected to be completed over the PAR cycle, and supports their SAO (if incoming tutors are trained in antiracist tutoring practices, they will be well-equipped to support students with diverse learning needs).

Goal from Previous Cycle	Status of Goal	Outputs or measures (e.g students served, program change made, etc.) Please explain.
1.Collaborate with services provided in El Centro.	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	Puente collaborated with El Centro to provide workshops, participate in activities & El Centro hired Puente students as peer advisors/student assistants.
2.Collaborate with the math department to improve success rates in math for Puente students.	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	With the passing of AB705 we now have a higher number of students placed into transfer-level math, needing to take fewer math classes while at Chabot. Puente has a higher number of students enrolling into Statistics & Puente still needs to establish a clear line of communication with Stats instructors on expectations for students taking that class.
3.Push for campus to provide more comprehensive mental health services to Puente and all students.	<input type="checkbox"/> Achieved <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	In fall 2021 the Chabot Mental team hired a Spanish-speaking professional and has developed an Ambassador program where Puente students have been hired to promote CARES program on campus. Still recommend that CARES team participate in Dreamers training to provide a safe environment

		for our undocumented students in Puente and on campus.
4. Better align the Puente general budget and the Puente equity budget to fulfill all mandated activities and services for students.	<input checked="" type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	With the direction of my Dean and the business office, a budget specialist has been working directly with Puente to assist in the alignment of all budgets to fulfill mandated activities & services for Puente.
5.	<input type="checkbox"/> Achieved <input type="checkbox"/> In Progress <input type="checkbox"/> Not achieved but still relevant <input type="checkbox"/> Not achieved and no longer relevant	

Service Area Outcomes

All service areas are required to have two or more service area outcomes (SAOs). These SAOs should be publicly posted on your service's website. In general, SAOs (as with PLOs) tend to be enduring and overarching aims for your service area/program. (As noted above, SAOs are distinct from the goals created for a comprehensive PAR year which are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs and PLOs.)

There is more than one type of SAO.

1. For services areas that *directly* serve students, outcomes are often stated in terms of *student learning outcomes*. For example, a Financial Aid office could have the following SAO: "Students will demonstrate basic knowledge of financial aid principles, rules, and regulations."
2. Outcomes can also be defined as statements that describe the desired *quality* (timeliness, accuracy, responsiveness, etc.) of *key functions and services* within the service area unit. For example, the Office of XYZ will accurately respond to student inquiries about ABC within 7-days.
3. Outcomes can also be *operational*, defining what the services should *promote* (understanding, knowledge, awareness, appreciation, etc.). For example, the Office of Institutional Research will provide the Chabot community with data for inclusive excellence in support of equity.

Reference: Howerton (2017). Service Area Outcomes Workshop. Woodland Community College.

- What data* does your service area regularly collect and store in Banner or some other campus storage system?

*Examples of data include (but are not limited to): number of students served, number of cases packaged, number of services provided, etc. For example, the Office of Institutional Research collects data on how many research and survey requests we process per year. (Understanding the data that currently exists will help to determine what assessments are possible to complete for your area.)

- Does your service area have two or more SAOs?

☒ Yes
☐ No

If not, please explain why.

- Are your service area's SAOs publicly posted on your website?

☐ Yes
☒ No

If not, please explain why. The Puente SAO's are not publicly posted on our website because we did not know they were supposed to be. I will make sure they are starting November 1, 2021.

For service areas that directly serve students, often the SAOs will be connected to Chabot's Institutional Learning Outcomes (ILOs). ILOs are the institution-wide outcomes that Chabot is aiming for all students to reach, regardless of which certificate, degree or education goal they are pursuing. Chabot's ILOs include: critical thinking, communication, civic & global engagement, information & technological literacy, and development of the whole person. Descriptions of the ILOs are listed on the [Outcomes and Assessment webpage](#). For service areas that do not directly serve students, think about how your service might provide resources that other Chabot employees might utilize to support ILO development. For example, Institutional Research provides data on the assessment of all the ILOs, thus *indirectly* supporting the development of all of the ILOs. In the chart below, please: 1) write down at least two SAOs for your area (feel free to write more!); 2) check off which ILOs your SAOs are directly or indirectly connected to, and 3) briefly explain how your SAOs support Chabot's mission, vision or values.

Service Area Outcomes (SAOs)	Which Institutional Learning Outcomes are your SAOs connected to? <i>*Note: for service areas that do not directly serve students, it is okay to check off ILOs that your service area indirectly supports.</i>	Briefly describe how your SAO supports the <u>college mission, vision or values</u> (1-2 sentences).
1. Chabot Special Programs students will complete SSSP Components: <ul style="list-style-type: none"> • Assessment/Self Guided English & Math placement, • Orientation/First semester planning sessions & • SEP's with counselors at higher rates than Chabot students not in Special Programs to increase student persistence term to term.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Civic & Global Engagement <input checked="" type="checkbox"/> Information & Technological Literacy <input checked="" type="checkbox"/> Development of the Whole Person	<i>we empower students to achieve their goals</i> Studies show that students who complete SSSP components during their first semester in college have a higher chance of achieving their goals and have increased semester to semester persistence rates. This SAO ensures that Puente is setting students up for success.
2. Chabot Puente students complete the transfer level English course sequence at higher rates than Latino students who are not in a learning community to achieve educational goals in a timely manner.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Civic & Global Engagement <input checked="" type="checkbox"/> Information & Technological Literacy <input checked="" type="checkbox"/> Development of the Whole Person	<i>All of the Values</i> Studies show that students who complete transfer-level English during their first year have a higher chance of achieving their goals.
3.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement	

	<input type="checkbox"/> Information & Technological Literacy <input type="checkbox"/> Development of the Whole Person	
4.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Civic & Global Engagement <input type="checkbox"/> Information & Technological Literacy <input type="checkbox"/> Development of the Whole Person	

Service areas are required to assess at least two SAOs per comprehensive PAR cycle. Many service areas listed their service area outcomes in the PAR planning for 2019-20 (Question 1) and many reported back on assessment of their SAOs in the PAR planning for 2020-21 (Question 3). You can access your previous responses in the [PAR App Program Review Reports](#).

Click on:

- [PAR App Program Review Reports](#).
 - Then “Select Academic Year” on the top (choose 2019-20 to see what you previously reported as your SAOs or choose 2020-21 to see what you previously reported with regard to assessment)
 - Then “Submissions” (in the left hand toolbar)
 - Then find your area and click “View” in the right most column
 - Go to Question 1 in the 2019-20 report, “Please complete Service Area Outcome forms for your area” and/or Question 3 in the 2020-21 report, “Did you assess any Service Area Outcomes in 18-19? If so, please complete the Service Area Outcome Forms for your area.”
- Were at least two of your SAOs assessed since the previous comprehensive PAR?
☒ Yes
☐ No

If not, then please explain why.

- Please share the results of the most recent SAO *assessments** you have completed since the previous comprehensive PAR in the chart below (e.g., any assessment results from 2017-18, 2018-19, 2019-20, or 2020-21). (Remember that at least two SAOs must be assessed per PAR cycle.)
*By assessment, we mean utilizing data (e.g., # of students served, documented impacts on students, survey responses or other feedback from community members, etc.) that help you understand how effectively you are accomplishing the overall SAO/service mission of your area and/or what modifications to your work would further support reaching your SAOs.
Example: Here is the [survey analysis](#) that the Office of Institutional Research did for assessment of SAOs. OIR designed survey questions for users of the service to provide feedback on SAOs. (i.e. measure how effectively we are meeting our SAOs and gathering feedback to improve). For example, one of OIR’s SAOs is to “Provide the Chabot community with data for inclusive excellence in support of equity.” Therefore, the

annual OIR user survey asks Chabot community members who use OIR's services if the data they received assisted them in making decisions that move students toward equity.

Service Area Outcome	Method of Assessment (e.g. survey, data collected by IR, data collected by the area)	Date (academic year) of Assessment	Assessment Results or Lessons Learned
<p>1. Chabot Special Programs students will complete SSSP Components:</p> <ul style="list-style-type: none"> Assessment/Self Guided English & Math placement, Orientation/First semester planning sessions & SEP's with counselors <p>at higher rates than Chabot students not in Special Programs to increase student persistence term to term.</p>	<p><input type="checkbox"/> Survey</p> <p><input type="checkbox"/> Data Collected by IR</p> <p><input checked="" type="checkbox"/> Data Collected by your area: SARS & Banner Puente attributes (PTEC & 0001)</p> <p><input checked="" type="checkbox"/> Other: RYQPTAS report</p>	09/1/2021	<p>We learned from our report that 90% of the Puente students have completed all of their SSSP components and only 10% missed one or two of the SSSP components. The Puente office reaches out to the 10% and has those students follow up with the SSSP components they are missing.</p>
<p>2. Chabot Puente students complete the transfer level English course sequence at higher rates than Latino students who are not in a learning community.</p>	<p><input type="checkbox"/> Survey</p> <p><input checked="" type="checkbox"/> Data Collected by IR</p> <p><input type="checkbox"/> Data Collected by your area</p> <p><input type="checkbox"/> Other</p>	09/28/2021	<p>We learned that 78% & 74% of the Latinx students in Puente completed transfer-level English within one year compared to 31% & 30% of Latinx students at Chabot not in a learning community within the fall 2019 & fall 2020 cohorts</p>
<p>3. (optional)</p>	<p><input type="checkbox"/> Survey</p> <p><input type="checkbox"/> Data Collected by IR</p> <p><input type="checkbox"/> Data Collected by your area</p> <p><input type="checkbox"/> Other</p> <p>_____</p>		
<p>4. (optional)</p>	<p><input type="checkbox"/> Survey</p> <p><input type="checkbox"/> Data Collected by IR</p> <p><input type="checkbox"/> Data Collected by your area</p> <p><input type="checkbox"/> Other</p> <p>_____</p>		

- Assessing SAOs has led to improvements in my area.
 - ☐ Strongly disagree
 - ☐ Somewhat disagree
 - ☐ Neither agree nor disagree
 - ☐ Somewhat agree
 - ☒ Strongly agree

Institutional Supports, Barriers and Data

Reflect on your experiences, data, and/or previous program reviews and consider what work in your discipline/service area you are most proud of and what problems remain a major challenge. Then respond to the following questions:

- What institutional-level supports or practices were particularly helpful to **your program or area** in reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
 - Having access to Learning Assistants have been particularly helpful in reaching our PAR goals.
 - Having an MOU/Contract Agreement to provide an outline of coordination, support & professional development the campus and the Puente statewide office provide is helpful.
 - DegreeWorks has been very helpful in creating a Student Education Plan for students to follow and have access to.
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- What institutional-level barrier or challenges prevented or hindered **your program or area** from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?
 - Not having a dedicated Puente English team has been a barrier. When a Puente English member needs to take a break, it has been hard to recruit a full-time English faculty to take on the Puente responsibility to teach the year-long Puente English courses. Training a team of English instructors would be helpful to have a rotating team when issues come up.
 - Technology issues with campus-wide email systems not being efficient, affected communication with our students.
 - Not having access to email a bulk of students at one time without having to contact someone who has constant contact or something else.
 - Asynchronous courses provided our Puente students with a challenge during the Shelter-In-Place.
 - Class-web needs to be updated to be able to provide students, staff & faculty with increased function.
 - Not having the updated version of DegreeWorks has provided a challenge in making course recommendations for divisions in planning the upcoming semesters.
 - Only having one full-time counselor in Puente has sometimes made it challenging to follow-up with all of the 200+ Puente students on campus to make a plan so they can reach their educational goals.
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- What institutional-level supports or practices do employees in your program/area believe are particularly helpful **to students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do for students that we should **keep** doing?)
 - AB 705 has provided a big difference in a positive way to help Puente students complete transfer-level English within their first year at Chabot.

- Synchronous courses in Puente have helped students build a sense of community, despite the distance-education that is happening because of the pandemic.
 - Pandemic support has been helpful, like: Free breakfast & lunches for students, access to laptops and hot spots.
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- What institutional-level barriers or challenges do employees in your program/area believe are a hindrance **to students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should **stop** doing or **change** to better support our students?)
 - The Chabot website can improve for new students.
 - Class-web is difficult to navigate and an upgraded program is needed.
 - The lack of adequate student loaner computers has been a hurdle for our students.
 - The loaner computers do not allow students to use a virtual background on zoom and they are less likely to turn their computers on during the synchronous class.
 - The loaner computers do not allow students to upload MS Office or grammarly programs that are needed for their Puente English classes.
 - In some instances, the microphone has not worked on the loaner computers either.
 - The Office of Institutional Research strives to continually improve representation in our data. Currently, we have a [dashboard on course enrollments and success rates](#), which can be disaggregated by race/ethnicity, gender, and part-time/full-time status. What other student group(s) would you like to be able to disaggregate by in the dashboard? How will this disaggregation promote Chabot's mission? (Please keep in mind we will need to build further disaggregation into the dashboard over time and we will work in the order that is possible to do based on data availability and for which there is the most interest in the Chabot campus community.)
 - The data from IR for Special Programs should be uniform. All programs should have uniform data parameters: retention, persistence rates, GPA, graduation, English & Math completion, all disaggregated by gender and ethnicity so we as a program can compare and contrast and show results of Special Programs uniformly.
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Staffing Analysis

In this section you will analyze trends in staffing, technology, and facilities.

Staffing	Current # (Fall 2021)	How has staffing for this group changed in the last 3 years (decrease, flat, increase)
Full-time Faculty - Counselor Full-time Faculty - English instructor	1 1	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-time Faculty	0	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Full-time Classified Professionals	1	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Part-Time permanent or Hourly Classified Professionals	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Student Employees	0	<input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased
Independent Contractors/Professional Experts	0	<input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Stayed roughly the same <input type="checkbox"/> Increased

If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?

- While the counselor/coordinator was on sabbatical in fall 2020, two part-time counselors were hired to fill-in for the full-time counselor/coordinator.
- The number of students served was comparable when there was a full-time counselor/coordinator and two part-time counselors.
- The number of services provided to students was comparable when there was a full-time counselor/coordinator and two part-time counselors.
- The number of services provided to the campus was less when there were part-time counselors because their load did not provide flexibility for them to attend weekly department meetings, shared-governance meetings, training, or FLEX Day activities.

Compare the representation of DI populations in your program's/area's staffing (faculty, classified professionals, and administrators) to the representation of DI populations in the students you serve. What do you notice? If there is a gap in representation between students and the Chabot professionals who serve them, how has your program/area addressed that gap?

- For the past 3 years there has been a 100% Latinx student population in Puente. With the staff and faculty we are only 75% Latinx. The gap is addressed by having all staff and faculty attend the Puente training in the summer and twice a year. We try to have 100% of our mentors reflect the cultural/ethnic

population of the Puente students we serve. In order for Puente to build a sense of familia/community, it is important to build a sense of trustworthiness & provide a safe space for our students to feel comfortable.

- Having a dedicated classroom where we can show our Puente Pride is important to build community, trustworthiness, and a safe space.

Technology

- The **technology** in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals.
 - ☐ Strongly disagree
 - ☐ Somewhat disagree
 - ☐ Neither agree nor disagree
 - ☒ Somewhat agree
 - ☐ Strongly agree

If you strongly disagree or somewhat disagree, please explain. (optional)

Facilities

- The **facilities** in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.
 - ☐ Strongly disagree
 - ☐ Somewhat disagree
 - ☐ Neither agree nor disagree
 - ☒ Somewhat agree
 - ☐ Strongly agree

If you strongly disagree or somewhat disagree, please explain. (optional)

Professional Development

- In general, **Faculty members** in my program/area regularly participate in professional development activities offered by/at Chabot.
 - ☐ Strongly disagree
 - ☐ Somewhat disagree
 - ☐ Neither agree nor disagree
 - ☐ Somewhat agree
 - ☒ Strongly agree
 - ☐ Not applicable (no faculty in service)
- In general, **Classified Professionals** in my program/area regularly participate in professional development activities offered by/at Chabot.
 - ☐ Strongly disagree
 - ☐ Somewhat disagree
 - ☐ Neither agree nor disagree
 - ☐ Somewhat agree
 - ☒ Strongly agree
- In general, **Faculty members** in my program/area regularly participate in professional development activities offered outside of Chabot.
 - ☐ Strongly disagree
 - ☐ Somewhat disagree

- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☒ Strongly agree
- ☐ Not applicable (no faculty in service)

- In general, **Classified Professionals** in my program/area regularly participate in professional development activities offered outside of Chabot.
 - ☐ Strongly disagree
 - ☐ Somewhat disagree
 - ☐ Neither agree nor disagree
 - ☒ Somewhat agree
 - ☐ Strongly agree
- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?
 - When professional development is assessed in our area, we always look at how we can adjust the training to fit our program. By the Counselor Assistant II in Puente attending the MS365 training, she has been able to update our forms used in Puente.

Equity in Access to Services

- What barriers, if any, make it difficult for students (or Chabot community members) to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
 - Since Puente is tied to English classes, students must be eligible by the English self-placement assessment to have access to the Puente English classes.
 - An incentive for students to join Puente can be for Puente to have priority registration like many of the other Special Programs in our department, which is not offered now.
- Can students access your services: 1) during the day or 2) in the late afternoon/evening/weekend or 3) online? What changes would be needed to ensure access for students in all three scenarios?
 - Our students have access to our services during all three scenarios. Our contact information is on the Chabot Puente website. Students are eligible to text or email to request services.
- Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?
 - If students have taken an AP English test and are not eligible for English 1 in the fall semester, then they have to wait to take English 4A in the spring. This can seem like a long wait for students. There can be another cohort of English 4A offered in the fall for students who fit this scenario, or were not able to take or pass English 4A in the spring semester.

Planning

Program/Area Goals: Please reflect on: 1) all the data you have reviewed, 2) the questions you have answered in this comprehensive PAR template, and 3) the various college planning documents (e.g., shorter term planning documents like the [College's Planning Priorities](#) (PRAC will post when complete), [President's College Planning Initiatives](#), and [Strategic Plan](#), all of which lead into the long-range planning document, the [Educational Master Plan](#)). Utilize your reflections, along with college planning documents, to develop 1-3 Goals to work on up through the next comprehensive-year PAR cycle. What are the anticipated *outputs** and *outcomes*** of your goals? How do your goals align with the [Educational Master Plan \(EMP\)](#)? Do your goals support the success of any DI Groups? Do your goals support any of the Student Centered Funding Formula (SCFF)*** metrics?

*outputs: direct short-term results like # of students served, workshops held, etc.

**outcomes: longer-term results like course success rates or degrees earned

***The Student Centered Funding Formula is the way all CA CC districts will be funded once the “hold harmless” period of funding expires.

Remember: Whereas **SAOs/PLOs** tend to be enduring and overarching aims for your service/program, the **goals** for a comprehensive PAR year are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs/PLOs. For example, one of the Learning Connection’s SAOs is to “provide effective academic support to students with diverse learning needs.” This is an enduring aim that is unlikely to change from PAR cycle to PAR cycle. A PAR goal for the Learning Connection might be to refine the student diversity and antiracist tutoring practices training for incoming tutors. This goal is specific, expected to be completed over the PAR cycle, and supports their SAO (if incoming tutors are trained in antiracist tutoring practices, they will be well-equipped to support students with diverse learning needs).

Goal	Briefly describe the expected <i>outputs</i> (e.g., direct short-term results like # of students served, workshops held, etc) or <i>outcomes</i> (e.g., longer-term results like course success rates or degrees earned) for your goal.	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment

1. Request that Puente students have priority registration like other programs in Special Programs.	Expected to: -increase Puente student persistence term-to-term. -increase # of full-time Puente students	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input type="checkbox"/> Pedagogy and Praxis <input type="checkbox"/> Academic and Career Success <input checked="" type="checkbox"/> Community and Partnerships	<input type="checkbox"/> African American/Black <input type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input type="checkbox"/> Other_____	<input checked="" type="checkbox"/> Enrollment/FTES <input checked="" type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____
2. Continue to have Learning Assistants in all Puente English courses.	Expected to increase the number of students passing transfer level Puente English courses in a timely manner.	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input type="checkbox"/> African American/Black <input type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input type="checkbox"/> Other_____	<input checked="" type="checkbox"/> Enrollment/FTES <input checked="" type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____
3. Increase the number of Puente students to be full-time students in order to increase student transfer readiness	Expect to increase the number of transfer-ready students by year two by 10%.	<input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Pedagogy and Praxis <input checked="" type="checkbox"/> Academic and Career Success <input type="checkbox"/> Community and Partnerships	<input type="checkbox"/> African American/Black <input type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Latinx <input type="checkbox"/> Pacific Islander/Hawaiian <input type="checkbox"/> Disabled <input type="checkbox"/> Foster Youth <input type="checkbox"/> LGBT <input type="checkbox"/> DI Gender <input type="checkbox"/> Other_____	<input checked="" type="checkbox"/> Enrollment/FTES <input checked="" type="checkbox"/> Transfer level English, math or ESL achievement <input checked="" type="checkbox"/> Degree or certificate completion <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> CTE Units <input type="checkbox"/> Attainment of a Living Wage <input type="checkbox"/> Supplemental Metric (Financial aid or AB 540) <input type="checkbox"/> Other _____

New Resource Requests

Contracts and Services Requests: Contracts and Services include things like equipment maintenance contracts, food vendors, external consultants or speakers. Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR's website), but are consistently based on the [Educational Master Plan](#), the [College's Planning Priorities](#), and the [President's College Planning Initiatives](#).

*Note: If your request is part of a larger project, please name the project and use the same project name for all requests related to the project so that committees can see the total cost of the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Job Description/Tas ks	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Length of Contract in Months (1, 2, 10, 12, etc.)	Year(s) Needed	Estimate d Cost Per Year (Total \$)
Item 1			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

New Equipment Requests

Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR’s website), but are consistently based on the [Educational Master Plan](#), the [College’s Planning Priorities](#), and the [President’s College Planning Initiatives](#).

*Note: If your request is part of a larger project, please name the project and use the same project name for all requests related to the project so that committees can see the total cost of the project. We don’t currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put ‘individual request’	New, Updated, or Repeat Request	Vendor Name	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President’s Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimate d Cost Per Year (Total \$)
Item 1	1	Puente Computer cart	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	not available.	Provide Puente with a class set of laptop computers to use during class.	This will address the technology gap our Latinx student population faces.	30	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	not available
Item 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat					<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

New Facilities Requests

Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR’s website), but are consistently based on the [Educational Master Plan](#), the [College’s Planning Priorities](#), and the [President’s College Planning Initiatives](#).

*Note: If your request is part of a larger project, please name the project and use the same project name for all requests related to the project so that committees can see the total cost of the project. We don’t currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the start to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put ‘individual request’	New, Updated, or Repeat Request	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President’s Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total \$)
Item 1		n/a	<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

New Human Resource Requests (e.g., Faculty, Classified, Administrative, Student Workers, etc.)

Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR’s website), but are consistently based on the [Educational Master Plan](#), the [College’s Planning Priorities](#), and the [President’s College Planning Initiatives](#).

*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don’t currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the **start** to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Classification	Position Title	Avg. hours per week (5, 20, 40, etc.)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total \$)
Position 1	1	Puente part-time counselor	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input checked="" type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other _____	Puente part-time counselor /faculty	15	This position will address the priorities and initiatives by increasing the number of students completing their student education plans, which provide increased persistence semester-to-semester and year-to-year. A Puente counselor will help students navigate class-web and their financial aid so there can be an increase of completed financial aid packets in accordance with the SCFF.	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$30,000
Position 2	2	Student Learning Assistants	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT <input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input checked="" type="checkbox"/> Student Hourly <input type="checkbox"/> Other _____	Additional hours for Puente English Learning assistants	6 additional hours per student	Be able to provide peer assistants in the Puente English classes, preferably Puente students who completed the course.	<input checked="" type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$5,400.00
Position 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Admin FT <input type="checkbox"/> Classified FT <input type="checkbox"/> Classified Hourly <input type="checkbox"/> Classified PT <input type="checkbox"/> Faculty FT				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

				<input type="checkbox"/> Faculty PT <input type="checkbox"/> Faculty F-hour <input type="checkbox"/> Faculty Reassign <input type="checkbox"/> Student Hourly <input type="checkbox"/> Other <input type="text"/>					
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- The Faculty Prioritization Committee requires a completed [Faculty Prioritization Form](#) if you are requesting a full-time faculty position. There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.
- The Classified Prioritization Committee requires a completed [Classified Professional Prioritization Form](#). There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.

New Professional Development, Travel, and Conferences Requests

Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR's website), but are consistently based on the [Educational Master Plan](#), the [College's Planning Priorities](#), and the [President's College Planning Initiatives](#).

*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the **start** to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Description (1-2 sentences)	What Type of PD Request?	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Number of Attendees (1, 5, 10, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)
Request 1	1	Puente training for Chabot English, History, Ethnic Studies Instructors and Special Programs Counselors	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	The Puente State office located at UC Berkeley will provide Puente Equity & Diversity training to working with Latinx student population.	<input type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input checked="" type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other	As we embark in the 40th Anniversary of Puente being at Chabot and the continuation of UMOJA and CIN! and now welcoming MOVEMENT, let's get training from a model we know works. Chabot has a 42% Latinx student population and this is one way of having "Puente for ALL" or many at Chabot.	20	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	\$25,000
Request 2			<input type="checkbox"/> New <input type="checkbox"/> updated <input type="checkbox"/> Repeat		<input type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

Request 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat		<input type="checkbox"/> In-person conference with travel <input type="checkbox"/> Online conference/webinar <input type="checkbox"/> On-Campus Training <input type="checkbox"/> On-Campus Speaker <input type="checkbox"/> Other _____			<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

New Supplies Requests

Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR's website), but are consistently based on the [Educational Master Plan](#), the [College's Planning Priorities](#), and the [President's College Planning Initiatives](#).

*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total \$)

Item 1		n/a	<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

New Technology Requests

Criterion for distributing funding vary by committee (check out the [Resource Allocation Rubrics](#) available on PAR's website), but are consistently based on the [Educational Master Plan](#), the [College's Planning Priorities](#), and the [President's College Planning Initiatives](#).

*Note: In the project name column, if your request is part of a larger project, please name the project and use the same project name for all requests related to the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Was the feasibility of the request discussed with IT?	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc)	Year(s) Needed	Estimated Cost Per Year (Total \$)
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Item 1	1	Puente Computer cart	<input checked="" type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Provide Puente with a class set of laptop computers to use during class.	This will address the technology gap our Latinx student population faces.	30	<input type="checkbox"/> Annual <input checked="" type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	not available Rob Bell p:469.269. 6055 m:760224. 9920 w: corp.thinke du.com/sc hool-sales/
Item 2			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	
Item 3			<input type="checkbox"/> New <input type="checkbox"/> Updated <input type="checkbox"/> Repeat	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Annual <input type="checkbox"/> 2022-23 <input type="checkbox"/> 2023-24 <input type="checkbox"/> 2024-25	

Categorical Funding Applications:

The **Student Access Success and Equity (SASE) committee** “develops, leads, and supports campus initiatives that strengthen student access, success, and equity.” SASE “provides a platform for collaboration and communication across the college that will result in the coordination of basic skills, student access, success, and equity efforts campus-wide.” If you believe that any of your funding requests meet these requirements, then please fill out their application for funding here:

<https://docs.google.com/forms/d/e/1FAIpQLSfWja-ZTbdHoPZ82reEOeTi32Ci3e7lyS4snRyXX8h8JrDV5w/viewform>

Please contact the SASE committee with any questions: Administrative Tri-Chair Gabe Chaparro gchaparro@chabotcollege.edu.

Career Education funds are available for projects that: 1) support a program with a CTE TOP code or 2) continue a current project in SWP or 3) are eligible for Perkins Grants, or 4) meet other criteria such as core indicators and labor market demand. If you believe that any of your funding requests meet these requirements, then please fill out the CE application for funding here:

https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxbnmVGHO7t3gC2K3eZfs_nXrOaLloFxIT1xbqw/viewform?usp=sf_link

Please contact the faculty chair of the CE Committee Connie Telles ctelles@chabotcollege.edu or the Career Pathways Project Manager Christina Read cread@chabotcollege.edu with any questions.